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ABSTRACT

This paper discusses portfolios as an evaluative process in teacher education, noting that although there has been significant curriculum change over the years, yet little change has occurred in student evaluation methods. For schools to demonstrate improvement, new and creative evaluation measures are needed. Portfolios provide a chance to create assessment change within schools. They store evidence of knowledge, skills, and attitude. They document performance based on multiple sources of evidence collected over time in authentic settings. Portfolio have been used in various states and school districts. In Ohio, preservice teachers begin portfolios at the start of the teacher education program to document their growth and content mastery over the years. The article discusses the forms portfolios can take and explains the importance of reflective writing in portfolios. It describes the development of portfolios in an Ohio teacher education program, noting how portfolio evidences are displayed, how entries are structured, how portfolios are assessed, and the advantages of portfolios over other assessment methods. Two appendices offer a Wright State University (Ohio) portfolio assignment and a description of portfolio scoring criteria. (SM)

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THE DEVELOPING PROFESSIONAL:

PROCESS AND PRODUCT PORTFOLIOS

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The Developing Professional:

Portfolios as Process and Product

INTRODUCTION

The portfolio model discussed in this paper evolved from a collaborative effort to develop portfolio use in preservice teacher education programs. The institutions involved in this consortium were: Wright State University, Central State University, University of Dayton and Dayton Public Schools. This project was organized in response to an invitation by Lee Shulman, Director of the Teacher Assessment Project (TAP) located at Stanford University, to develop a process for increasing reflectivity skills in teachers.

This paper has two major purposes. The first purpose is to review portfolios as an evaluative process. The second purpose is to present the development of portfolios in a select teacher education program.

PORTFOLIOS IN REVIEW

Current evaluative trends support the use of tests which can be scored quickly, objectively and inexpensively. Standardized tests do not always measure the student's or the teacher's best or even

typical performance. Although portfolios have existed for sometime, they are now receiving increased acceptance with educators. The data supporting portfolios as a non-traditional assessment device are currently being established. This paper reports and discusses project results directed at developing portfolios with pre-service teacher education students.

Schools as well as the populations within them are continually changing, and we have witnessed significant curriculum change. But little has changed with student evaluation methods. "Good schools (and classrooms) are good because they adapt to new needs and situations... and the same individuals who implement decisions are involved in making them" (Larson, 1991, p. 550). For schools to demonstrate improvement it is essential that new and creative evaluation measures be instituted. Teaching and learning are not one dimensional actions and it takes a multidimensional assessment tool to capture the diversity of learning within schools. Portfolios provide opportunity to create an assessment revolution within schools for both teachers and students.

According to Farr (1990), educational assessment should approximate classroom activities that have varied types, have varied

audiences, have specific purposes, and have adequate samples of behaviors. With this in mind standardized tests may be inadequate for such a complex task. Teacher evaluation has the same complexities associated with it. "Teaching is an inexact science. Using defective measures to evaluate teachers' performances only compounds the problem" (VanSciver, 1990 December, p.318). Hence, an alternative assessment tool, the portfolio, might well prove fair and appropriate in evaluating teachers and learners. The major assumption supporting this premise is that portfolios are founded in practice overtime and are based on growth and self-evaluation through formal and informal reflections. Although the research is limited in support of portfolio appropriateness, recent documentations lead us to believe that portfolios should and are being used to demonstrate learning and teaching practice. Portfolio assessment provides an exciting alternative to traditional practice and opens the door for expanding our knowledge of teaching behavior.

According to Paulson, a portfolio "...is a purposeful collection of..work that exhibits...efforts, progress, and achievements in one or more areas" (1990, p.4). Portfolios are founded in research, goal-

driven and instructionally formative, multi-modal, selective and structured, and a shared process (Rybozynski, 1991). Portfolio construction usually involves all participants (student, teacher, evaluator and peer) in evaluating performance. Included within the portfolio are both artifacts (materials collected to show growth and mastery) and reflective information to demonstrate the intellectual level of the activity. Portfolios offer a collaboration process for administrators, teachers and students to work together in assessing both teaching performance and learner accomplishment.

A professional teacher's portfolio stores and displays evidence of an instructor's knowledge and skills as well as an attitude that assessment is dynamic. Portfolios, also, documents teacher (student) performances based on multiple sources of evidence collected over time in authentic settings. A true representation of performance should result.

Three states have incorporated portfolios in distinctively different ways. Tennessee infused portfolios in their career ladder program. The Tennessee portfolios were used for advancement and evaluation. The Tennessee Career Ladder Better School Program (1984) defines a teacher portfolio as a collection of teacher-

developed entries organized to illustrate competency in the following areas:

1. instructional planning
2. evaluation process
3. class rules and policies
4. professional development
5. leadership activities

This system also found two major liabilities with portfolios. They are both time consuming and expensive.

In Florida portfolios were instituted for collection and record keeping purposes. Vermont has established a state model for public school children to develop portfolios through-out their school career

Many districts within states are now infusing portfolio usage into their assessment system. Due to time and space, only Ohio, the home state of this study will be analyzed. For example, the Columbus City School has a portfolio Program in place. Each student keeps a writing folder for two years at which time the portfolio is turned in and another one is started. Sometimes, a student may graduate or even leave the district.

The Marion Public Schools have developed a portfolio project for diagnostic purposes. The major thrust of portfolio development centers on language arts and writing skill development. Marion uses

a holistic scoring process developed by the faculty.

Bay Village School District has a tiered process which includes portfolios. Students keep a favorite writing folder, a hanging file with records and projects, a working portfolio, and a showcase portfolio which includes the "finest" students work over time. A holistic assessment scale has been established to evaluate each portfolio on a scale of one to five (1 = poor, 5 = excellent).

According to Wolf (1991) portfolios hold great promise for teacher evaluation but are fraught with potential problems. Portfolios are messy to construct, cumbersome to store, difficult to score, and vulnerable to misrepresentation. But, in ways no other assessment method can, portfolios provide a connection to the contexts and personal histories of real teaching and make it possible to document the unfolding of both teaching and learning over time.

A premise accepted in evaluating instruction is that any system of teacher assessment must reflect the richness and complexities of teaching and learning. While various methods of assessment- such as written tests, direct observations, and assessment center exercises- can provide multiple views of teacher competence, it is believed that many important dimensions of teaching and learning can

only be captured through portfolios. As Lee Shulman observes, portfolios "retain almost uniquely the potential for documenting the unfolding of both teaching and learning over time and combining that documentation with opportunities for teachers to engage in the analysis of what they and their students have done" (Shulman, 1988 p. 36).

Tiering (1991) , an Ohio State faculty member, sees intervention as an important component in process portfolio construction. Teacher-student conference is the rich time to remediate any deficient skill. The portfolio increases validity by giving us a clearer picture of the skills being measured. In short, more accuracy can result in planning remedial efforts.

In the past, teachers needed to document their work for either an award or for evidence of teaching effectiveness. There are two major reasons why the consortium viewed portfolios are important. The first reason was to demonstrate professional growth. By having the pre-service students begin portfolios at the start of their teacher education program, their growth throughout the preparation period was documented. The second reason evolved later in the project. A priority was to demonstrate the preservice students' content mastery

to future employers. Thus the product portfolio, accompanied by an executive summary, came into being.

It is clear that portfolios can serve a formative function. Portfolios can give teachers, as well as future teachers, a purpose and framework for preserving and sharing their work. It can provide substance for mentoring and colleague interactions, and it can stimulate teachers to reflect on their own work and on the act of teaching. "The task left to planners is to devise avenues for institutional and professional groups to support the use of portfolios in formative years (Tiering, 1991). The second purpose, summative evaluation, would occur at the end of a selected period of action. The main purpose would be to show proficiency to that date. Obviously, in the nation's current accountability stage, portfolios will be viewed as utilitarian in this capacity.

What Form Might Portfolios Take?

Portfolios are not an amassing of paper to represent classroom artifacts. The portfolio should not be a thick and unwielding collection of documents and materials indecipherable to anyone other than its owner. There are storage problems with huge collections.

However, a collection of essays on teaching could distance it from what the portfolio could best capture--the raw materials of teaching. Focusing on teachers' written statements could place a much greater emphasis on what teachers say they do in their classrooms and what they actually accomplish. Talk about teaching should be emphasized over the act of teaching.

Ultimately teachers should place both actual artifacts of the teaching and learning process as well as reflective statements on the meaning of these classroom activities and products in their portfolios. Artifacts have little meaning, however, without reflections. By providing both the artifacts and the reflections, an authentic and multitextured view of actual teaching that took place as well as the insight into the thinking behind the teaching occur.

Students and teachers need guidance in writing reflective statements as they tend to summarize rather than analyze and extrapolate. Deeper reflection will take continued practice and guidance. Van Mannen's writings on reflection served as the consortium guide in promoting reflection with Wright State's future teachers (1977).

REFLECTION

According to Killion (1990) reflection consists of three major distinctions. Reflection-on-action looks back upon what one has done or thought. Reflection-in-action performs spontaneously during performances, causing thinking and action to occur together. In-actions refers the task of thinking on your feet, during the actual situation. Reflection-for-action reviews what has been done or thought. All three distinctions are affiliated with portfolios. Wellington (1991) identifies the following reflective questions: What did I do? What does this mean? How did I come to be this way? How might I do things differently? What have I learned? A reflective teacher looks at techniques and faces frustrations to improve instruction and help students. As a teacher reflects more, the assignments given become more reflective. In turn students are required to develop reflectivity. Thus a reflective exploring teacher nurtures reflective exploring students (Wellington, 1991).

The current standardized test method requires students to solve problems by rote. Rote learning does not assist students in problem-solving in the outside world (Wiggins, 1991). Standardized testing is not aligned with each school's instructional goals. Students lack

diverse test experiences. Testing that call for sanctioned, orthodox answers give students an anti-intellectual message. Also "one-shot" feed-back lacks significant information for teachers. Necessary evidence of student's ability to apply information is missing. Finally, the security of standardized testing companies instruments avoids real-world learning requirements of adequate rehearsal, intelligent use of available resources, and increased self-assessment reflection (Wiggins, 1991,p. 702). Portfolios permit the removal of this obstacle.

THE WRIGHT STATE STRUCTURE

The structure that follows developed over a four year span. The evolvement , as all growth, produced pain as well as elation. Through trial and error, growth and new growth, the structure formed. The WSU Department of Teacher Education established three premises for their portfolio project. First, the introduction and beginning portfolio construction would start with the students' first education course. Second, to insure that all students construct a portfolio, and the first required education course would develop the instrument. There would be a one-on-one professor-student conference in which the portfolio would be discussed. Third, all portfolios developed at WSU would follow the Shulman criteria. The portfolio major divisions were:

Introduction, Professional Responsibility, Content Mastery and Content Pedagogy, Classroom Management and Organization, Student Specific Pedagogy and a Conclusion. With these three premises, the primary step on the structure was implemented.

Beginning teacher education students are required to construct a process portfolio. Clear explanation of a process portfolio is presented at an orientation session. During the students' first term the construction is assessed and the portfolio is used as a tool in a student-professor conference. Two key factors are stressed: first, the process portfolio should show the students continual growth through-out the teacher preparation program. Second, each entry must have a reflective statement. During the conference professors discuss the student's reflective statements. Students explain why various entries are worthy of inclusion, why they illustrate education, and what the entry contributes to teaching, learning and society.

Through-out the methodological phase of the program students collect entries and reflect. In two selected courses, ***Classroom Management and Teaching Strategies,*** portfolios receive instructional input. These courses provide structure to learning and permit the students to organize his/her portfolio around specific

teaching proficiency areas, e.g. classroom management.

The third phase of our program, the last to be established, include two fundamental components. They are Student Teaching experience and a course in ***School and Society***. Administrators stated that the process portfolio was too large and cumbersome for practical usefulness in employment selection. They suggested that a reduced portfolio with a summary might be more utilitarian. Therefore, in ***School and Society*** a pilot project attempted to guide students in constructing a new portfolio, an abbreviated model later to be titled "product portfolio." The distinction between the two instruments was explained. The "process portfolio" demonstrated growth and future educational needs. The product portfolio, constructed at the conclusion of the pre-service program, demonstrated teaching proficiency. The product portfolio could serve as an employment tool representing the future teacher's accomplishments and mastery.

Collaboration was supported throughout the program. The view was that collaboration merely strengthened the constructor's view. The entries had to be the author's and the reflection had to represent the individual's thinking.

Since our project has evolved over five years, we envision many uses for portfolios. In our program, we propose three possibilities:

1. Portfolios can be used for growth documentation. Pre-service students start the process portfolio at the beginning of their teacher education program. As they advance through the program their teaching proficiency will be tracked.
2. During their last term in teacher education students construct a product portfolio from their process portfolio. This abbreviated portfolio should document their acquired proficiency in content mastery, classroom organization and management.
3. Teacher portfolios constructed throughout teachers' career could identify both growth, subject mastery and excellence in teaching. (see Appendix A)

What Types of Evidences were placed in the Portfolio?

After deciding that raw materials (artifacts) of teaching and reflective statements should be included, students were given a list of course assignments which could demonstrate proficiency in the various sections. At the beginning of the teacher education program

students were required to place the suggested assignments within the portfolio. However, as they progressed through the program and they had more samples to include, the original suggestions were no longer required. After we had several groups matriculate through the program, a list of evidences that past students included in portfolios was complied and distributed to students as possibilities. Appendix A illustrates the possibilities suggested. There are only a few required additional entries at the end of the program. These entries are: the executive summary, the resume and the philosophy of education.

In the Tap program, practicing teachers were requested to develop portfolios. Within this project the researchers found that teachers can document the following in portfolios:

1. preparing and planning
2. instruction and teaching
3. student assessment
4. learning evaluation and reflection
5. learning environment
6. community involvement (Bird, 1991).

How Are Portfolio Evidences Displayed?

It was stressed that portfolios should be neat and orderly but not polished merely for display. Impressive visual display with little substance should be discouraged, as with neat packaging and

lamination. Care should be taken to insure that flash does not account for substance. Some assessor might unconsciously let appearance exert a subtle effect on the assessment process.

How Should Portfolio Entries Be Structured?

Should the entries be open-ended or structured? The Wright State model permits students to make selections and determine portfolio entries. The Stanford project required more structured portfolios due to the previous research results which found that unstructured entries lead to unmanageable and large portfolios. This caused a paper chase and ill-defined focus. Stanford ultimately decided that best approach was to "...be explicit and directive about the form and procedure of documentation but permissive about the content of the portfolio, giving the teachers as much latitude as possible to make decisions about their teaching." (Wolf, 1991, p.133) The teacher wanted even more direction than that provided. They desired step by step directions for constructing the portfolio.

The process portfolio had an open ended number of entries. The product portfolio was restricted to a maximum of five entries for each section. It was highly suggested that only two or three entries be included per section. Stressed was the idea that the few entries

(but of high quality) would stimulate administrators to read them.

The process portfolio should demonstrate growth, so the first attempts or middle attempts should be included to demonstrate the progress of the teacher's growth. By comparing the first lesson plans, the first units, the first attempts at discipline with later attempts will show mastery and subject competency.

However, in the product portfolio, the goal is to demonstrate to future employers one's proficiency. Therefore, like the artist's portfolio, the professional teacher's portfolio should represent their mastery. As Wolf explains "...in constructing a portfolio, a teacher would have ample opportunity to collect work samples over an extended period of time and to select work that most flatteringly illustrates his or her knowledge and accomplishments (1991, p. 36).

Assessing Portfolios

Once a portfolio's content has been established, an authentic evaluation process should be developed. The content desired in the portfolio should be assessed in the evaluation tool. Holistic scoring is most evident in systems currently employing portfolios, but other types of evaluation can be used. For example, pass/fail, acceptable/unacceptable or a letter grade could be assigned.

The constructor and constructor's purposes also needs to be considered. Possible criteria for assessment might be growth in content, style and mechanics. We employed a blend of these in our assessment instruments (see Appendix B).

Self-assessment is important. Teaching the art of self evaluation serves the constructor well. What was necessary to present and reflect upon? What was there? Is it my best? Why/Why not? Portfolios require the teachers to question deeply their professional development and career goals.

Peer evaluation can be another alternative. It is important that the peer be instructed as to how and why to make constructive comment. Descriptive assessment is most appropriate when peers are analyzing work. Tiering (1991) prefers that portfolios receive descriptors. If grades are mandated, he suggests differentiated areas of achievement. Some projects or activities can use pass/fail assessment procedures.

A portfolio can contain much more information than is normally available for assessing a teacher's competency, and it also represents content customized by each teacher to fit his or her

personal teaching style and context. Each teacher's portfolio is unique.

As Wolf suggests, "...a portfolio is more coherent and informative when evaluated wholistically. This approach depends heavily on "professional judgement," a critical components of evaluation in any profession"(1991 p. 134). He warns against the oversimplification of "professional judgement" however. Professional judgements must be exercised in a discipline manner. Structure will guard against assessment becoming too global (based on "gut reactions") or too specific (only looking for narrow evidence criteria). A middle assessment avenue is recommended that is based on supported judgements about specific aspects of the problem being evaluated without reducing the judgement task to a scientific formula.

In order to assess in this manner the Ohio Consortium for Portfolio Development conducted an inter-rater reliability check on reflectivity evaluation. From this reliability check the group assumed that reflection can be legitimately assessed.

For the product portfolio, assessment criteria were established. The specific aspects needed for inclusion were listed in a

specific way. The open-ended assessment asked the evaluator to identify what was gleaned by reading the portfolio. What discipline strategies? or What content teaching strategies? etc.

Stanford used the standards from the National Board for Professional teaching Standards which included:

1. Committed to students and their learning,
2. Know their subject matter and how to teach it,
3. Manage and monitor student learning,
4. Think about and learn from practice and
5. Participate in learning communities.

A five point scale was used with 1 representing unacceptable, 2=weak, 3=adequate, 4=proficient and 5=superb. The use of this scale requires considered judgement by the assessor and caution must be exercised to avoid the "Halo Effect".

Portfolio Advantages Over Other Assessment Methods

Portfolios enable teachers to document their teaching in an authentic setting and to cite the context of their own classrooms in a way that no other form of assessment can. Portfolio artifacts, coupled with reflections, permit vision beneath the surface of performance itself and examines the decisions that shaped a teacher's actions. Teaching and learning can be analyzed as they develop. Wolf concludes by explaining "The teachers felt that their

portfolios accurately reflected what took place in their classrooms. The development team who designed the portfolios captured what they were intended to capture. Those evaluating the portfolios felt that the complexities and contexts of real teaching came through. Most important, we found that portfolios are possible- not an insignificant claim, given the results of previous efforts at portfolio assessment" (1991, p.136). Classroom observations permit teaching to be seen in context but are often isolated snapshots disconnected from past events and follow-up events.

CONCLUSION

In this era of educational accountability, it is questionable if portfolios can be an accurate enough assessment tool. External schooling pressures stress objectivity which appear to be best achieved via standardized tests. But educators understand the complexities associated with teaching and learning, and it is certainly time for professional instructors to negate pen and pencil tests and to support assessments representing multiple dimensions of school work.

Although most educators today have an internal understanding of what a portfolio is, no universal, rigid definition exists to unite the

varying portfolio projects out there. Few statistical substantiations of portfolio accuracy exist. The need for continued research on portfolios as an assessment procedure remains a high priority.

Appendix A

WRIGHT STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

PHASE I

PORTFOLIO ASSIGNMENT

January 1992
Wright State University
Dr. Donna Cole and Dr. James K. Uphoff

This descriptor has been prepared for the Teacher Education students of WSU to assist them in their growth and development as thoughtful and reflective professional educators able to make decisions and solve the problems they will encounter throughout their careers! The attitudes, values, skills, and knowledges imbedded in this process should last a career-lifetime!

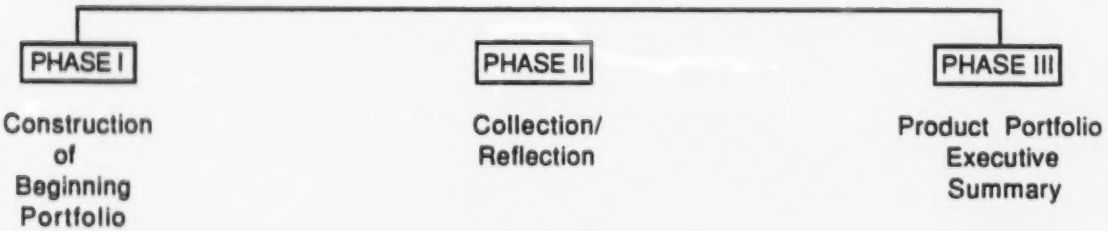
I. WHAT IS A PORTFOLIO?

Most educators have collected curricular and professional files; and these sometimes are referred to as folios. For these purposes a *folio* has come to refer to a rather large collection of materials, documents, pictures, papers, leters, certificates, lesson plans, projects, student work samples, audio and/or video tapes, etc. All of these items relate to one or more dimensions of a professional person's work, philosophy, methods, abilities, attitudes, etc.

The *portfolio* should be begun during undergraduate teacher education preparation and ought to be continued in its development throughout the individual's education career. Some school districts are now moving to use this process as a part of their **Induction** procedures for beginning and new-to-the-district teachers.

A *portfolio* is usually organized via a three-ring binder with tabs, table-of-contents, personal *resume*, etc. although some choose to use a large folder with individual pockets for the various sections. Its appearance and organization communicate much to others. Plastic "sleeves" have been used very effectively by many students during the pilot year of this project. Most importantly, a *portfolio* should be a well organized attractive presentation of professional materials!

II. PORTFOLIO TIMELINE



III. WHY DEVELOP A FOLIO/PORTFOLIO?

A. Among the many reasons for engaging in this process are the following:

1. The process forces you to **evaluate** your work--to consider in retrospect what you do, how you do it, how your students respond, how you have improved, what worked well and not-so-well, etc.. etc. This process of **reflecting** on the many elements involved in being a successful teacher helps you develop a habit, an approach to problem solving and decision making which research suggests contributes strongly to being a fully effective teacher.

2. The portfolio process, the actual data and material, provides you with organized tangible evidence of your work, how you have grown, and what you have accomplished. The *portfolio* experience has meaning no matter what your educational background, be it student teacher, experienced teacher, or documentation to apply for National Board Certification.

3. The skills, etc. involved in this process are very central to many of the career ladder programs being implemented by individual school districts and by some states. They are also essential to the National Board Certification process now in the formative stages of development.

4. The job-search process can be enhanced when students and experienced teachers are able to present a well organized product *portfolio* which documents their abilities and professional excellence. Early reports indicate that sharing the *portfolio* with an administrator has stimulated additional discussion--questions which our former student could answer in detail because they were about things the student had done. Such sharing has also provided interviewers with evidence of how a job candidate operates as a thinking/problem solving/self-evaluating professional.

B. Portfolio reflective statements:
The reflective statements serve as the growth indicator, the self-assessment and a tool to develop thinking processes.

1. Each entry must have a reflective statement.

2. The reflective statement may be on a 3-5 index card and often need not be more than one paragraph.

3. The reflective statement should summarize why the document or item is an example of your growth as a professional and how it helped you improve. Reflect on the entry and why the entry represents your movement to mastery in the given area in which it is placed.

IV. PROCESS PORTFOLIO STRUCTURE

A. Materials

1. NOTEBOOK: Use a 2" or 3", dark (preferably), three-ring notebook with Wright State University on it. These are available at the WSU bookstore. If there is none available, see Jim Alspaugh (Bookstore).

2. NAME: Have your name printed in a professional style on the front cover and on the spine.

3. DIVIDERS: Clearly number your pages and make sure your dividers identify your sections clearly as well. Make sure divider tabs do not stick out of the notebook. Plastic dividers work better than paper dividers for organization and neatness.

4. PLASTIC SLEEVES: Use of paper protectors that allow papers to be inserted and removed easily is highly recommended.

V. PROCESS PORTFOLIO SECTIONS

A. Divisions

1. TITLE PAGE

2. INTRODUCTION: The introduction should introduce your unique portfolio. Define what a portfolio is, the sections, and the reflections.

3. TABLE OF CONTENTS

4. PROFESSIONAL RESPONSIBILITY: The teacher is responsible to several parties (students, parents, other teachers, supervisors, and community) for actions in regard to an array of educational goals and principles. That responsibility includes the continuous improvement of teaching, the guardianship of students, the cultivation of an educational manner of conduct, and the thoughtful pursuit of specific purposes of teaching.

5. CONTENT MASTERY

   A. Command of Subject Matter: The subject matter which the teacher is expected to understand has several aspects: It is a field of activity in the world to which students may aspire. It is a cluster of ways of knowing that distinguish what is good, true, or beautiful from what is not. It is a conceptual structure that defines the subject's boundaries, composes its substance and sets its problems. It is a body of information and skills.

   B. Content-Specific Pedagogy: In the context of a school's or a district's curriculum, the teacher must convey the value and substance of a subject matter to students. This means that the teacher must use methods and materials which are most appropriate for the particular content to be taught. Even within a given field, differing teaching strategies are needed; i.e. teaching map skills and teaching analysis of editorial cartoons in social studies call for different methods.

6. CLASS ORGANIZATION AND MANAGEMENT: The teacher's class is an organization with characteristics and influences of its own. The teacher must arrange the content as a workable program of action for the class, define a structure for participation in class activity, establish a fair and productive system of expectations and routines and handle the class logistics; i.e., arrange the space, equipment, materials, and time to support the class's work.

7. STUDENT-SPECIFIC PEDAGOGY: The teacher's students are persons; each has a history, curcumstances, characteristics, interests, and prospects. The teacher must promote each student's engagement with the substance of the class, provide practice that enables each student to incorporate that substance, arrange feedback that can help both the student and the teacher to correct their efforts, and promote the satisfactory conclusion of each activity.

8. CONCLUSION: Summarize your unique process portfolio reflective on your mastery in the areas presented.

VI. CONCLUDING THOUGHTS

1. Assignments in courses that require reflection contribute to reflective portfolio entries.

2. Every piece of material should have an explanation for inclusion.

3. Those portfolios that do not include mediated thinking (Reflective Statements) are of much less value.

4. A portfolio is not a scrapbook.

5. The use of articles even with explanations may have limited value.

6. Peer interaction/sharing is valuable as a rehearsal for interviewing.

Your portfolio should demonstrate your uniqueness and individuality. Please be creative in using artwork, photographs, videotapes, etc.

VII. POSSIBLE ENTRIES

CONTENT AREA- PROFESSIONAL RESPONSIBILITY

1. Student teaching evaluations
2. ST supervisor letter
3. Parent conference report
4. Phi Kappa Phi award letter
5. Ohio Foreign Language Association
6. American Educational Studies Association Convention
7. Reference letter
8. Cooperating teacher weekly report
9. Honors program recognition
10. Kappa Delta Phi Honor Society
11. Golden Key National Honor Society
12. Meyers-Briggs Personality Type Report
13. Resume
14. Student teaching field experience documents
15. Video-recorded field experience observation
16. Meyers-Briggs
17. Cooperating Teacher Report
18. Personal-Professional Characteristics Evaluation
19. Philosophy of Education, ED 440
20. News log
21. School Board Visitation

CONTENT AREA- COMMAND OF SUBJECT MATTER

1. French Test/203 results
2. French conversation test
3. French composition example
4. French newspaper or example of outside class use
5. Subject matter position paper form
6. Subject matter article summary
7. Final examination
8. Subject matter reference letters
9. Kappa Delta Phi Honor Society
10. National Teacher Examination
11. WSU College of Education Student Teacher Evaluation
12. Lesson plan
13. Learning and Knowledge paper
14. Content bibliography
15. Content self-report document
16. Paper-Language Experience Approach
17. Use of logo in elementary school Geometry
18. Observations of Learning Theories

CONTENT AREA- CONTENT SPECIFIC PEDAGOGY

1. French Geography Lesson Plan
2. French test created
3. French play participation documents
4. Biographical sketch and short essay
5. Lesson plan evaluation
6. Lesson plan outline
7. Class policies document
8. Discipline strategy document
9. World of Maps Project
10. Math curriculum investigation
11. Values clarification lesson
12. Student teaching visitation report

CONTENT AREA- CLASSROOM MANAGEMENT

1. Classroom management field activity
2. Classroom management strategy document
3. Intrinsic motivation awards
4. Classroom rules document-token system
5. Classroom incentive system for ED 302
6. Anecdotal student discipline report
7. Sociogram narrative
8. Social setting paper
9. Rules and more rules paper
10. Never say never paper

CONTROL AREA- STUDENT SPECIFIC PEDAGOGY

1. Working with individual students documentation
2. Student feedback instrument
3. Student card of appreciation
4. "Bring-me-bag" sharing opportunity
5. Day on the job student activity
6. Student activities document
7. Teacher evaluation instrument
8. Gender and personality survey
9. Student self-portrait self-reports
10. Student interview for ED 216
11. ED 216 final examination
12. Classroom visuals activity
13. Computers in the classroom lesson plan
14. Student progress report
15. Language observation
16. Child study of Jovon
17. Portrait of a child

Note: A general analysis of portfolios in ED 440 The Teacher in School and Society. Summer Term A, 1991.

Appendix B

NAME _____ TOTAL POINTS EARNED_____
DATE _____

EXECUTIVE SUMMARY SCORING CRITERIA

SCORING PROCEDURE: The following guidelines were established with the assistance of faculty members from Wright State University, the University of Dayton, Central State University and administrators from Dayton Public Schools.

CATEGORY	SCORING CRITERIA	COMMENTS

I. INTRODUCTION:

_____1. BRIEF EXPLANATION OF THE PROFESSIONAL TEACHING PORTFOLIO
_____2. SUMMATION OF WHAT THE EXECUTIVE SUMMARY
_____3. ORGANIZATION AND WRITING CLARITY
_____4. PERSUASIVENESS
_____5. ATTITUDE AND VALUES

_____(5 POINTS POSSIBLE)

2. PROFESSIONALISM:

_____1. ONE STATEMENT ON WHAT PROFESSIONALISM MEANS TO THE AUTHOR
_____2. CONCRETE SUPPORTIVE EVIDENCE OF PROFESSIONALISM STATEMENT AND SPECIFIC REFERENCE TO THEIR PORTFOLIO.
(SHOULD INCLUDE MORE THAN ONE AREA EX. PROFESSIONAL ASSOCIATIONS, INTER PERSONAL COMMUNICATION SKILLS, COMMUNITY SERVICE, ETC)
_____3. ORGANIZATION AND WRITING CLARITY
_____4. PERSUASIVENESS
_____5. ATTITUDE AND VALUES

_____(5 POINTS POSSIBLE)

3. CONTENT MASTERY AND PEDAGOGY:

_____1. EXPLANATION OF CONTENT MASTERY, SPECIFIC EXAMPLE/S AND REFERENCE TO PORTFOLIO
_____2. EXPLANATION OF CONTENT PEDAGOGY MASTERY, SPECIFIC EXAMPLE/S AND REFERENCE TO PORTFOLIO.
_____3. ORGANIZATION AND WRITING CLARITY
_____4. PERSUASIVENESS
_____5. ATTITUDE AND VALUES

_____(5 POINTS POSSIBLE)

4. CLASSROOM ORGANIZATION AND MANAGEMENT:

_____1. IDENTIFIES PERSONAL ORGANIZATION AND MANAGEMENT STRATEGIES AND REFERS TO TOTAL SCHOOL ENVIRONMENT.
_____2. LEARNING AND PARTICIPATION IS EVIDENT IN DESCRIPTION.
_____3. ORGANIZATION AND WRITING CLARITY
_____4. PERSUASIVENESS
_____5. ATTITUDE AND VALUES

_____(5 POINTS POSSIBLE)

5. STUDENT SPECIFIC PEDAGOGY

_____1. EXPLAINS PERSONAL VIEW OF INDIVIDUAL STUDENTS AND INVOLVEMENT
_____2. INDIVIDUAL STUDENT'S LEARNING STYLES, EVALUATION AND LEARNING GROWTH
_____3. ORGANIZATION AND WRITING CLARITY
_____4. PERSUASIVENESS
_____5. ATTITUDE AND VALUES

_____(5 POINTS POSSIBLE)

6. SUMMARY:

_____1. SUMMARIZES THE EXECUTIVE SUMMARY.
_____2. CAPSTONES PROFICIENCY OF TEACHING COMPENTENCY.
_____3. ORGANIZATION AND WRITING SKILLS
_____4. PERSUASIVENESS
_____5. ATTITUDES AND VALUES

_____(5 POINTS POSSIBLE)

NAME _____
DATE _____

TOTAL POINTS EARNED _____
25 Points

PRODUCT PORTFOLIO
SCORING CRITERIA

RATIONALE: Public School Administrators have requested that students reduce the size of their portfolios. The **process** portfolio is excellent to show growth, achievement of objectives and mastery. The **product** portfolio should demonstrate in 3-5 entries exactly how the future educator can demonstrate proficiency.

SCORING PROCEDURE: The following guidelines will be used to assess your product portfolio.

CATEGORY	SCORING CRITERIA	REFLECTION COMMENTS
1. INTRODUCTION:	1. Title Page _____ 2. Introductory Page Reflection _____ 3. Executive Summary and other summary materials _____	
_____ (3 points Total)		
2. PROFESSIONALISM:	1. 2-5 entries _____ 2. Reflections _____ 3. Themes identified _____ _____ _____	
____ (5 points Total)		
3. CONTENT MASTERY:	Content 1. 2-5 entries _____ 2. Reflections _____ 3. Discipline/s identified _____ _____ _____ Pedagogy 1. 2-5 entries _____ 2. Reflections _____ 3. Strategies _____ _____ _____	
_____ (5 points Total)		
4. CLASSROOM ORGANIZATION AND MANAGEMENT:	1. 2-5 entries _____ 2. Reflections _____ 3. Style _____	
_____ (5 points Total)		
5. STUDENT SPECIFIC PEDAGOGY:	1. 2-5 entries _____ 2. Reflections _____ 3. Student example _____	
_____ (5 points Total)		
6. SUMMARY:	1. Summarizes portfolio proficiencies 2. Persuasive	
_____ (2 points Total)		

Developed by Dr. Donna J. Cole June 91
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